Clapping Hands (Modified Version)

Adapted from “A Toolkit for Professional Developers,” Regional Educational Laboratories, Northwest Regional Laboratory, 1998, Originally from Ruth Sutton.

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| **Time** | **Activity** |
| 5 | Introduction  Facilitators explains that:   * Participants will explore the importance of quality assessment and the impact of assessment on students * three people will be asked to do a simple task * Another three people will assess the performances * At the end everyone will be asked to describe his/her feelings and observations   Leader asks for 6 volunteers   * Seat 3 of the volunteers in the chair at the front (these people are the performers) * Seat the 3 other volunteers close to the performers (these are the assessors) * Give one assessor a calculator to calculate the average scores given by the assessors |
| 20 | Role Play  To Performer #1   * (Name), please clap for us. * (clap) * Thank you, (name)   Performer #2   * (Name), please clap for us. * (clap) * (name), please leave the room; we’ll ask you to return in a moment.   [After the performer leaves the room, turn to the assessors and say the following…]   * I have heard from the International Clapping Institute. That’s the organization that is developing the international standards for clapping which all students must meet by the year 2015. They have begun a handbook on how to conduct the assessment. From now on, they want us to assess all clapping performances on three traits – volume, appropriateness and creativity. * From now on we are required to assess all clapping performances on each of these three traits, where 1 is well below standard and 4 is a high level of performance. Please calculate the scores for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name) using these three traits as your areas of assessment.   [Record performers scores for each trait – volume, appropriateness and creativity. Average the scores for each trait and prepare the clapping institute award. Ask the performer to come back, give him/her the certificate and shake their hand.]   * (Name), here are your scores. I hope you find them useful.   **Learning Intention: To show appreciation for others through clapping.**  **Success Criteria (what you need to do to achieve the learning intention)**  **As a group, develop the Success Criteria (what the performers are required to do to achieve the learning intention) for “showing appreciation for others through clapping”. What does quality look like and sound like for appropriateness, volume and creativity?**  **[Whip Around to brainstorm the success criteria.]**  Performer #3   * (Name), tell me about your previous clapping experience. In what kinds of situations do you find yourself clapping? * You’ve obviously had some experiences clapping, what do you feel are your strengths as a clapper? * Is there anything in your clapping that you would like to improve? Is there anything you’d like the panel to give feedback on?   To the assessors:   * You’re the experts on clapping. Is there anything you want (name) to know that you’ll be looking for when s/he claps? * Please share the success criteria with \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name)? * Is there anything in particular you’ll be looking for in the clap?   To performer:   * Would you like to describe the setting in which you’d use the clap you are about to demonstrate? * What do you want to accomplish with this clap? * Is there anything else you’d like to share with the assessors? * Please clap for us. * (clap) * Using the Success Criteria, what would you consider to be your successes with this performance (please give us at least “two stars”) and what would be your next step (one wish) in order to achieve quality clapping?   Assessors, can you please provide \_\_\_\_\_\_\_\_\_\_\_\_\_ (name) “Two Stars and a Wish” to support him/her with our learning intention. |
| 15 | Whole Group Debrief   * Have each performer and assessor describe how he/she felt during this process and the thoughts they had. * Have the audience ask questions and share observations or reactions. |